

Category 1 Session Guidelines

For use in:

Diploma Programme workshops during 2011

Dear Workshop Leaders,

This document provides the general *session guidelines* and workbook requirements for **all Diploma Programme (DP) Category 1 workshops to be delivered 2011** by both the IB and the external providers that work in cooperation with the IB.

The purpose of each workshop is aligned with the goals and objectives identified in the global architecture. This document has been updated to reflect the changes that have occurred in several subjects following curriculum review (groups 1 & 2 and Economics). A number of IB publications have been updated (*Standards and Practices* (2010) and reference to these has been included. There are also a number of introductions, namely the inclusion of several published articles, reference to appropriate publications available via the [IB Store](#) and links to materials in the form of video clips and power points which can be played at workshops (e.g. .Open Classroom doors, group 1 and 2 screen casts). The intention is to make wider use of screen casts in the future and as these become available links will be included in this document. During 2010 the support materials on the WRC have also been reviewed to ensure that they are both current and relevant. This process will continue into 2011 when the focus will be on materials relating to copyright and adult learning techniques.

As new student sample work is selected and posted on the WRC it will be classified as either category 1 or category 2. There is no difference in the quality of the samples; the intention is to make fresh samples available to participants as they progress from category 1 to category 2 workshops. Additionally, senior examiners are asked to complete a 'commentary sheet' to accompany each sample to provide the workshop leader with a clearer indication of where and how the assessment criteria have been applied. In all cases, student sample work is selected by senior examiners to ensure an appropriate marking standard. As more subjects are electronically marked standardized materials will be available for use in workshops. **Workshop leaders are please requested therefore not to use their own students' work as this will not have been through the moderation process and therefore may not truly reflect final marks.**

It is desirable that good teaching and learning practices are modelled in each workshop therefore leaders should demonstrate a variety of adult learning strategies throughout the various sessions. When planning their sessions, workshop leaders are advised to review the Quality Assurance Framework used in the evaluation of workshops, please refer to the following links:

[Participant survey](#)

[Workshop leader self report](#)

[Workshop session observation protocols](#)

[Workshop field representative report](#)

Any feedback that may serve to improve the organization or distribution of this document is welcomed. Your comments, concerns, or suggestions may be sent to Liza Tercero, head of global professional development (diploma.pd@ibo.org).

Thank you in advance for your support of the IB in its commitment to developing a high quality provision for professional development at a global level.

Liza Tercero

Head of global professional development (Diploma)

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1. Category/code	Category 1/DP Administration for school principals and heads
2. Title	DP Administration for school principals and heads
3. Recommended audience	<ul style="list-style-type: none"> • Principals, heads, members of senior management teams from schools which have taken the decision to apply to offer the Diploma Programme • School district officials from districts which have taken the decisions to allow schools to apply to offer the Diploma Programme • New or recently appointed principals, heads, members of senior management teams from IB World Schools • New or recently appointed school district officials from districts with IB World Schools
4. The purpose of the workshop To explore the philosophical and administrative implications of the IB programme standards and requirements with reference to DP implementation.	To develop the following understandings. <ul style="list-style-type: none"> • The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition • The relevance of programme standards and practices in relation the role of the DP Administrator, • The structure of the DP hexagon and the significance and implementation of the core • The importance of academic honesty • The different ways to implement the DP e.g. open access programmes, magnet programmes, full Diploma Programme (6 subjects and 3 core element), Diploma Programme courses, Diploma Programme courses online • New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements. • Working with the DP coordinator to plan the school's application for authorization, budget, timeline, main schedule • The use of HeadNet • Initial and ongoing budget and resource needs (library, professional development etc.) • Selection and retention of suitable staff • Costs of ongoing IB professional development for teachers and staff (related to curriculum review cycle) • Student recruitment and retention; working with the community, parents, school boards/ boards of directors / governing bodies , etc. • DP authorization process and its impact on school and staff • Creation of professional learning communities in school to facilitate the

	transfer of professional development
5. IB publications that the participants should be requested to download from the OCC Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop	<ul style="list-style-type: none"> • Documentation related to Authorization (if going through authorization process) • Standards and Practices (2010)
6. IB publications which are highly recommended to include in the participant workbooks/handouts	The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC) <ul style="list-style-type: none"> • Latest version of DP coordinator notes • Excerpts from The Diploma Programme: From principles into practice (2009)
7. Other IB publications that should be referred to during the workshop	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Education for a better world • Perceptions of the International Baccalaureate Diploma Programme (2003) • What can I be? (2008) • Why the IB Diploma Programme (2010) • Schools across frontiers (second edition, 2003) • Educating for global citizenship (2009) • Creating lifelong learners (2007) • An A to Z of school leadership (2006) <p>General:</p> <ul style="list-style-type: none"> • Handbook of procedures (2011) • Ethical practice poster (2006) • IB learner profile booklet (2009) • Academic honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice

	<ul style="list-style-type: none"> • Candidates with special assessment needs (May 2009) • Guidance for developing a school language policy (April 2008) <p>Authorization specific available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures. Please also advise participants to refer to their regional webpage:</p> <ul style="list-style-type: none"> • http://www.ibo.org/ibaem/become/ • http://www.ibo.org/iba/become/ • http://www.ibo.org/ibap/ <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Rules for IB World schools • General regulations - Diploma programme (2006, 2007) (http://www.ibo.org/become/guidance/documents/DP_regs_en.pdf) • Amendments to the General regulations – Diploma Programme (2008) <p><i>For schools applying in 2010</i></p> <ul style="list-style-type: none"> • Diploma programme application form (parts A and B) • Guide to school application - Diploma programme School guide to the authorization visit-Diploma programme <p><i>For schools applying in 2011</i></p> <ul style="list-style-type: none"> • Guide to school authorization: Diploma Programme (October 2010) • Rules for candidate schools (for use from January 2011) • School information form (2010) • Application for candidacy: Diploma Programme (2010) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/

	<ul style="list-style-type: none"> • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available on the WRC</p> <p>Shared leadership by Michele Erina Doyle & Mark K Smith – 2009</p>

1. Category/code	Category 1/ DP Coordination
2. Title	DP Coordination
3. Recommended audience	<ul style="list-style-type: none"> • DP coordinators from schools which have taken the decision to apply to offer the Diploma Programme • New or recently appointed DP coordinators from IB World Schools
4. The purpose of the workshop To explore the philosophical and administrative implications of the IB programme standards and requirements with reference to DP implementation.	To develop an understanding of the following. <ul style="list-style-type: none"> • The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition. • The relevance of programme standards and practices in relation the role of the DP Coordinator. • The structure of the DP hexagon and the significance of the core. • The different ways to implement the DP e.g. open access programmes, magnet programmes, full Diploma Programme (6 subjects and 3 core element), Diploma Programme courses, Diploma Programme courses online • The responsibilities of the DP coordinator: timeline of a school year/examination session, main schedule and timetabling options. • The use of the Handbook of procedures. • Use of IBIS and administration of examinations. • Importance of predicted grades. • The importance of academic honesty. • The curriculum review cycle and the responsibility of the IB coordinator and teacher • Student recruitment and retention; working with the community, parents, school boards/ boards of directors / governing bodies , etc. • New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements. • Relationships with parents. • Relationships with teachers • Ongoing IB professional development for teachers and staff (related to curriculum review cycle) • The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities • Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Documentation related to Authorization (if going through authorization process) • Standards and Practices (2010)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Latest version of DP coordinator notes • Excerpts from The Diploma Programme: From principles into practice (2009) • Excerpts from Handbook of procedures (2011)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Education for a better world • Perceptions of the International Baccalaureate Diploma Programme (2003) • What can I be? (2008) • Why the IB Diploma Programme (2010) • Creating lifelong learners (2007) • 50 Excellent extended essays • 50 Excellent theory of knowledge essays • IB prepared series • IB Questionbank series • IB Diploma Programme course companion series <p>General</p> <ul style="list-style-type: none"> • Ethical practice poster (2006) • IB learner profile booklet (2009) • Programme Standards and Practices (2010) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Special educational needs within the International Baccalaureate Programmes (August 2010)

- Teaching students with particular special educational and learning needs- a resource for schools (August 2004)
- Candidates with special assessment needs (May 2009)
- Using the OCC to access IB publications and collaborate with teachers
- Guidelines for developing a school language policy (April 2008)
- Learning in language other than mother tongue in IB programmes (April 2008)

Subject specific

- Conditions of use of Graphic Display Calculators (GDCs) in examination from 2008 onwards
- CAS (for students graduating in 2010 and thereafter)
Extended essay guide (first exams 2009)
- Theory of Knowledge guide (first examinations from 2008)
- Guidance for language provision in groups 1 and 2 (2009)
- Screencasts to support the new groups 1 and 2 guides (first exams 2013) available from the OCC
- Multi-media professional development resource, Opening Classroom Doors <http://professionaldevelopment.ibo.org/>

Authorization specific available from <http://www.ibo.org/become/index.cfm>

There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures. Please also advise participants to refer to their regional webpage:

- <http://www.ibo.org/ibaem/become/>
- <http://www.ibo.org/iba/become/>
- <http://www.ibo.org/ibap/>
- Become an IB World school (<http://www.ibo.org/become/index.cfm>)
- Rules for IB World schools
- General regulations - Diploma programme (2006, 2007)
(http://www.ibo.org/become/guidance/documents/DP_regs_en.pdf)
- Amendments to the General regulations – Diploma Programme (2008)

For schools applying in 2010

- Diploma programme application form (parts A and B)
- Guide to school application - Diploma programme

	<ul style="list-style-type: none"> School guide to the authorization visit-Diploma programme <p><i>For schools applying in 2011</i></p> <ul style="list-style-type: none"> Guide to school authorization: Diploma Programme (October 2010) Rules for candidate schools (for use from January 2011) School information form (2010) Application for candidacy: Diploma Programme (2010) Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> Own power point presentations using IB template available from WRC Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available on the WRC</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Shared leadership by Michele Erina Doyle & Mark K Smith – 2009</p>

1. Category/code	Category 1 DP Counseling / career guidance
2. Title	DP Counseling / career guidance
3. Recommended audience	<ul style="list-style-type: none"> • Counselors or career guidance officers from schools who have taken the decision to apply to offer the Diploma Programme • New or recently appointed counselors or career guidance officers from IB World Schools
4. The purpose of the workshop To explore the philosophical and administrative implications of the IB programme standards and requirements with reference to DP implementation.	To develop the following understandings: <ul style="list-style-type: none"> • The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition • The relevance of programme standards and practices in relation the role of the DP counselors • The structure of the DP hexagon and the significance of the core • The different ways to implement the DP e.g. open access programmes, magnet programmes, full Diploma Programme (6 subjects and 3 core element), Diploma Programme courses, Diploma Programme courses online • New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements • Student recruitment, retention and access • Student stress and time management • Working with parents and the local community • Student special assessment needs • The importance of academic honesty • Outline of the DP authorization process • Working with the DP coordinator and teachers • Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Academic honesty (2009)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC):</p> <ul style="list-style-type: none"> • Learning in language other than mother tongue in IB programmes (April 2008) • Candidates with special assessment needs (May 2009)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Education for a better world • Perceptions of the International Baccalaureate Diploma Programme (2003) • What can I be? (2008) • Why the IB Diploma Programme (2010) • Creating lifelong learners (2007) • 50 Excellent extended essays • 50 Excellent theory of knowledge essays • IB prepared series • IB Questionbank series • IB Diploma Programme course companion series <p>General</p> <ul style="list-style-type: none"> • Standards and Practices (2010) • The Diploma Programme: From principles into practice (2009) • Ethical practice poster (2006) • IB learner profile booklet (2009) • Towards a continuum of international education (September 2008) • Candidates with special assessment needs (May 2009)

	<ul style="list-style-type: none"> • Teaching students with particular special educational and learning needs (2004) • Using the OCC to access IB publications and collaborate with teachers • University recognition documents available April 2011 on IB web page <p>Subject Specific</p> <ul style="list-style-type: none"> • Screencasts to support the new groups 1 and 2 guides (first exams 2013) available from the OCC <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop</p> <ul style="list-style-type: none"> • Power point presentations using IB template available from WRC • Video footage • Resources to support the understandings of the workshop
9. Copyrighted materials available for use	To be included in future draft of session guidelines

1. Category/code	Category 1 Librarians
2. Title	Librarians
3. Recommended audience	<ul style="list-style-type: none"> • Librarians from schools who have taken the decision to apply to offer the Diploma Programme • New or recently appointed Librarians from IB World Schools
<p>4. The purpose of the workshop</p> <p>To explore the philosophical and administrative implications of the IB programme standards and requirements with reference to DP implementation.</p>	<p>To develop the following understandings</p> <ul style="list-style-type: none"> • The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition • The relevance of programme standards and practices in relation to the role of the DP Librarian • The different ways to implement the DP e.g. open access programmes, magnet programmes, full Diploma Programme (6 subjects and 3 core element), Diploma Programme courses, Diploma Programme courses online • New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements • Library and the needs of the Extended essay, supporting the development of study skills • Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay • Library and the needs of DP internal and external assessment • Creating a more international library • The importance of academic honesty • Connections with resources outside of the school: college and university libraries, public library systems, electronic resources • Outline of the DP authorization process and the role of the library in the verification visit • Ongoing professional development • Working with the DP coordinator and teachers to support teaching and learning • The curriculum review cycle and the responsibility of the librarian and teacher • Using the OCC to access IB publications and collaborate with teachers • Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Academic Honesty (2009) • Extended essay (first exams 2009)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • IB learner profile booklet (September 2009) • Towards a continuum of international education (September 2008) • Programme Standards and Practices (2010) • Curriculum review schedule from DP coordinator notes
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Education for a better world • Perceptions of the International Baccalaureate Diploma Programme (2003) • What can I be? (2008) • Why the IB Diploma Programme (2010) • Creating lifelong learners (2007) • 50 Excellent extended essays • 50 Excellent theory of knowledge essays • IB prepared series • IB Questionbank series • IB Diploma Programme course companion series <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (2009) • Ethical practice poster (2006) • Programme Standards and Practices (2010) • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p>

	<ul style="list-style-type: none"> • ToK guide (first examination 2008) • Extended essay guide (first exams 2009) • Language A Prescribed literature in translation (PLT) • Language A Prescribed list of authors (PLA) • Screencasts to support the new groups 1 and 2 guides (first exams 2013) available from the OCC <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	To be included in future draft of session guidelines

1. Category/code	Category 1 / Creativity, action, service (CAS)
2. Title	Creativity, action, service (CAS)
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Creativity, action, service (CAS) from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed teachers of Creativity, action, service (CAS) from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop the following understandings: <ul style="list-style-type: none"> General outline of the purposes of the workshop The basic philosophy of the IB: history of the IB organization, mission statement and learner profile and university recognition Review of the basic requirements, aims and objectives of CAS Responsibilities of the school What is experiential learning The range and diversity of activities, what is and what isn't CAS Role of the CAS coordinator and advisor Responsibility of the students Explanation of IB terminology Developing a quality CAS programme Resources for CAS – local, national and international organizations, The importance of internal monitoring Submission of sample student CAS records to the regional office Links between ToK and CAS The importance of academic honesty Discussion of the DP authorization process and creation of the course outline for the application Referencing IB publications via the Online Curriculum Centre (OCC) and using it to collaborate with other teachers The curriculum review cycle and the responsibility of teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Creativity, action, service (CAS) guide (for students graduating in 2010 and thereafter)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Core: Diploma requirements
<p>7. IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)

8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>To be included in future draft of session guidelines</p>

1. Category/code	Category 1Theory of Knowledge
2. Title	Theory of Knowledge
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Theory of Knowledge (ToK) from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed teachers of Theory of Knowledge (ToK) from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop the following understandings: <ul style="list-style-type: none"> General outline of the purposes of the workshop The basic philosophy of the IB: history of the IB organization, mission statement and learner profile and university recognition The relevance of programme standards and practices in relation the role of the DP ToK teacher Review of the curriculum requirements, aims and objectives of ToK and role of ToK teachers Collaborating with subject teachers to promote ToK awareness Explanation of IB terminology. Explanation of IB external and internal assessment for ToK including the use of the assessment criteria. Discussion of the internal assessment, moderation process. Discussion of predicted grades Discussion of texts and resources useful for the course Discussion of school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments, etc. Discussion of the DP authorization process and creation of the course outline for the application Referencing IB publications via the Online Curriculum Centre (OCC) and using it to collaborate with other teachers The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • ToK guide (first examination 2008)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Understanding knowledge issues (2009) • Prescribed essay titles for November 2010 and May 2011 • 3 sample ToK essays unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session
<p>7. IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • 50 Excellent theory of knowledge essays • IB prepared: Approach your assessment the IB way- Theory of knowledge (2009) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Core: Diploma requirements • Sample theory of knowledge presentations • Theory of knowledge assessment exemplars • Multi-media professional development resource, Opening Classroom Doors http://professionaldevelopment.ibo.org/ <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	To be included in future draft of session guidelines

1. Category/code	Category 1/English A: Language and literature
2. Title	English A: Language and literature
3. Recommended audience	<ul style="list-style-type: none"> Teachers of English A: Language and literature from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed English A: Language and literature teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for English A: Language and literature including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A: Language and literature guide (English version, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for English language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications that should be included in participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report • Student samples developed for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Group 1 Extended Essay report from sample exam session • 1 sample English A2 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • IA audio samples • Teacher support material (TSM) • Guidance for language provision in groups 1 and 2 • Group 1 screen casts to introduce new courses available on the OCC subject pages • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop

**9. Copyrighted materials
available from the WRC**

The following articles are available on the WRC:

Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001

Critically Reading the Word and the World by Kathy Short – 2009

Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005

Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins

1. Category/code	Category 1/French A: Language and literature
2. Title	French A: Language and literature
3. Recommended audience	<ul style="list-style-type: none"> Teachers of French A: Language and literature from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed French A: Language and literature teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for French A: Language and literature including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A: Language and literature guide (French version, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for French language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report (French version) • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (French version) • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (French version) • Group 1 Extended Essay report from sample exam session (French version) • 1 sample French A2 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • IA audio samples • Teacher support material (TSM) • Guidance for language provision in groups 1 and 2 • Group 1 screen casts to introduce new courses available on the OCC subject pages • Guidelines for developing a school language policy <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available from the WRC	<p>The following articles are available on the WRC:</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p>

	<p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>
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1. Category/code	Category 1/Spanish A: Language and literature
2. Title	Spanish A: Language and literature
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Spanish A: Language and literature from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Spanish A: Language and literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Spanish A: Language and literature including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC and bring to the workshop</p>	<ul style="list-style-type: none"> • Language A: Language and literature guide (Spanish version, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for Spanish language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report (Spanish version) • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (Spanish version) • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (Spanish version) • Group 1 Extended Essay report from sample exam session (Spanish version) • 1 sample Spanish A2 Extended Essay unmarked (if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice

	<ul style="list-style-type: none"> • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • IA audio samples • Teacher support material (TSM) • Guidance for language provision in groups 1 and 2 • Group 1 screen casts to introduce new courses available on the OCC subject pages • Guidelines for developing a school language policy <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available from the WRC	<p>The following articles are available on the WRC:</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Generic A: Language and literature
2. Title	English A: Language and literature
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Language A: Language and literature from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Language A: Language and literature teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for English A: Language and literature including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Appropriate Language A: Language and literature guide (first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) in appropriate language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications that should be included in participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report (in most appropriate language(s)) • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Group 1 Extended Essay report from sample exam session • 1 sample Language A2 Extended Essay unmarked (in most appropriate language(s)) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster

	<ul style="list-style-type: none"> • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • IA audio samples • Teacher support material (TSM) • Guidance for language provision in groups 1 and 2 • Group 1 screen casts to introduce new courses available on the OCC subject pages • Guidelines for developing a school language policy <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
<p>9. Copyrighted materials available from the WRC</p>	<p>The following articles are available on the WRC:</p> <p>Bilingual Children’s Mother Tongue: Why is it important for education? by Jim</p>

	<p>Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>
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1. Category/code	Category 1/English A: Literature
2. Title	English A: Literature
3. Recommended audience	<ul style="list-style-type: none"> Teachers of English A: Literature from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed English A: Literature teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for English A: Literature including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A: Literature guide (first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for English language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications that should be included in participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report • Student samples written for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Group 1 Extended Essay report from sample exam session • 1 sample English A1 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • School supported self-taught language A: a guide for students, supervisors, tutors and coordinators (first exams 2010) • IA audio samples • Teacher support material (TSM) • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <ul style="list-style-type: none"> • There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures. • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following articles are available on the WRC:</p>

	<p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>
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1. Category/code	Category 1/French A: Literature
2. Title	French A: Literature
3. Recommended audience	<ul style="list-style-type: none"> Teachers of French A: Literature from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed French A: Literature teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for French A: Literature including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A: Literature guide (French version, first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for French language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report (French version) • Student samples developed for new assessment components • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (French version) • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (French version) • Group 1 Extended Essay report from sample exam session (French version) • 1 sample French A1 Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • School supported self-taught language A: a guide for students, supervisors, tutors and coordinators (first exams 2010) • IA audio samples • Teacher support material (TSM) • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>The following articles are available on the WRC:</p>

	<p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>
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1. Category/code	Category 1/Spanish A: Literature
2. Title	Spanish A: Literature
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Spanish A: Literature from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Spanish A: Literature teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Spanish A: including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A guide (Spanish version) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for Spanish language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners • Relevant section from May 2010 subject report • Student samples developed for new assessment components • Relevant section from May 2010 subject report (Spanish version) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (Spanish version) • Group 1 Subject guidelines for the Extended Essay, taken from the Extended Essay guide (Spanish version) • Group 1 Extended Essay report from sample exam session (Spanish version) • 1 sample Spanish A1 Extended Essay unmarked (if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006)

	<ul style="list-style-type: none"> • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • School supported self-taught language A: a guide for students, supervisors, tutors and coordinators (first exams 201 • IA audio samples • Teacher support material • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop

**9. Copyrighted materials
available for use**

The following articles are available on the WRC:

Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001

Critically Reading the Word and the World by Kathy Short – 2009

Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005

Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins

1. Category/code	Category 1/Generic Language A: Literature
2. Title	Generic Language A
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Language A from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Language A teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Language A including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language A guide (in most appropriate language) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) for appropriate language A • Grade Descriptors, HL • Grade Descriptors, SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners (in most appropriate language) • Relevant section from May 2010 subject report (in most appropriate language) • Student samples developed for new assessment components (in most appropriate language) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (in most appropriate language) • Language A Subject guidelines for the Extended Essay, taken from the Extended Essay guide (in most appropriate language) • Language A Extended Essay report from sample exam session (if available) • 1 sample Language A1 Extended Essay unmarked (if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion due April 2011 • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010)

	<ul style="list-style-type: none"> • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2 • Guidance for the support of mother tongue in the Diploma programme (applies to exams in 2009 and 2010) • School supported self-taught language A: a guide for students, supervisors, tutors and coordinators (first exams 2010) • IA audio samples • Teacher support material • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop

9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Language B
2. Title	Language B
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Language B from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Language B teachers from IB World Schools
<p>4. The purpose of the workshop</p> <p>To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Language B including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Language B guide (in appropriate language, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Grade descriptors HL • Grade descriptors SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners (in appropriate language) • Relevant section from May 2010 subject report (in appropriate language) • Student samples developed for new assessment components • (in appropriate language) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide (in appropriate language) • Language B Subject guidelines for the Extended Essay, taken from the Extended Essay guide (in appropriate language) • Language B Extended Essay report from sample exam session (in appropriate language if available) • 1 sample Language B Extended Essay unmarked (in appropriate language if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) (in appropriate language if available)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme OUP Course Companion: English B, French B, Spanish B due April 2011 • IB study guide: French B, Spanish B due April 2011 • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009)

	<ul style="list-style-type: none"> • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section 2 Second Language B May and November examination schedules, Form G2 • Teacher support material (if available) • IA audio samples • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy • Group 2 screen casts to introduce new courses available on the OCC subject pages <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Bilingual Children’s Mother Tongue: Why is it important for education? by Jim</p>

	<p>Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>
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1. Category/code	Category 1/ Languages <i>ab initio</i>
2. Title	Languages <i>ab initio</i>
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Languages <i>ab initio</i> from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Languages <i>ab initio</i> teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Languages <i>ab initio</i> including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Languages <i>ab initio</i> guide (in appropriate language, first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Grade descriptors SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010 adapted to meet new assessment criteria with comments from senior examiners (in appropriate language) • Relevant section from May 2010 subject report (in appropriate language) • Student samples developed for new assessment components (in appropriate language)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section Second

	<p>language <i>ab initio</i> May and November examination schedules, Form G2</p> <ul style="list-style-type: none"> • Teacher support material • IA audio samples • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy • Group 2 screen casts to introduce new courses available on the OCC subject pages <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Bilingual Children’s Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Classical languages (Classical Greek/Latin)
2. Title	Classical languages
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Classical languages from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Classical languages teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Classical languages including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Classical languages guide (first exams 2010) • Prescribed authors and genres for first examination in 2010 • Clarification: prescribed authors and genres for first examination in 2010 • Grade descriptors HL • Grade descriptors SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of category 1 scripts from May 2010 without marks for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Markscheme for the May 2010 exam session • Marks and comments for each sample (<i>to be made available in form of a ppt. after participants have carried out practice marking exercises</i>) • 2 IA samples from TSM • Moderator comments for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Group 2 subject guidelines for the Extended Essay, taken from the Extended Essay guide • Classical languages Extended Essay report from sample exam session • 2 sample Extended Essays unmarked in appropriate Classical languages (if available) • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p>

	<ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section Second Language Classical languages, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2010) • Teacher support material • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials	<p>The following are available on the WRC</p>

available for use	<p>Bilingual Children's Mother Tongue: Why is it important for education? by Jim Cummins – 2001</p> <p>Critically Reading the Word and the World by Kathy Short – 2009</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>
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1. Category/code	Category 1/Business and management
2. Title	Business and management
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Business and management from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Business and management teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Business and management including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Business and management guide (first examinations 2009) • Discount tables (HL only) • Formulae sheet (SL and HL) • Case study May and November 2010 • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of scripts without marks (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 samples of IA coursework • Marks for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Business and management subject guidelines for the Extended Essay, taken from the Extended Essay guide • Business and management Extended Essay report from sample exam session • 2 sample Business and management Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Questionbank- Business Management (2011, second edition) • IB Diploma Programme Course Companion: Business Management (2009)

	<ul style="list-style-type: none"> • IB Prepared: Approach your exams the IB way – Business and management (2011) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Specimen paper and markschemes (first exams 2009) • Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop

**9. Copyrighted materials
available for use**

The following are available on the WRC

Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005

Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins

1. Category/code	Category 1/Economics
2. Title	Economics
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Economics from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Economics teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Economics including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Economics guide (first exams 2013) • Specimen papers and markschemes (first exams 2013) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 samples of exemplar student responses without marks for each specimen paper at both higher and standard level • Marks for each exemplar student response (the first page of the document that shows the marks, not the entire marked paper-<i>to be made available in a ppt. after participants have carried out practice marking exercises</i>) • 2 sample Portfolios: sample P and Q • Marks for each sample (the first page of the document that shows the marks, not the entire marked paper-<i>to be made available in a ppt after participants have carried out practice marking exercises</i>) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Economics Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Economics Extended Essay report from sample exam session • 2 sample Economics Extended Essay unmarked
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Questionbank-Economics/Business Management • IB Diploma Programme Course Companion: Economics (second edition, 2011) • IB Prepared: Approach your exams the IB way - Economics HL • IB Prepared: Approach your exams the IB way - Economics SL • Creating lifelong learners (2007)

	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Teacher support material • Economics Wiki for workshop leaders (please email pd.diploma@ibo.org to be signed up) <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p>

1. Category/code	Category 1/Geography
2. Title	Geography
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Geography from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Geography teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Geography including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Geography guide (first examinations 2011) • Specimen papers and markschemes (first exams 2011) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 examples from Teacher support material • Marks for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Geography subject guidelines for the Extended Essay, taken from the Extended Essay guide • Geography Extended Essay report from sample exam session • 2 sample Geography Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) • IB Course companion: Geography (2011) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008)

	<ul style="list-style-type: none"> • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Teacher support material • IB geography wiki to support the New or recently appointed or recently appointed guide (first exams 2011) • Rubric guidance on annotated maps and diagrams <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/History
2. Title	History
3. Recommended audience	<ul style="list-style-type: none"> Teachers of History from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed History teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for History of the Americas including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • History guide (First exams 2010) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <p>Select Route 1 or Route 2 accordingly</p> <ul style="list-style-type: none"> • 2 sets of category 1 scripts from May 2010 without marks for each paper at higher level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the May 2010 exam session • Marks and comments for each sample (<i>to be made available in form of a ppt. after participants have carried out practice marking exercises</i>) • 2 sample Historical Investigations from May 2010 • Marks for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the May 2010 exam session • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • History subject guidelines for the Extended Essay, taken from the Extended Essay guide • History Extended Essay report from sample exam session • 2 sample History Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: History of Europe and the Middle East (2010) • IB Diploma Programme Course Companion: 20th Century World History (2009)

	<ul style="list-style-type: none"> • IB Diploma Programme Course Companion: History of the Americas (2011) • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Route 1: 1 sample set of specimen examination papers History HL & SL Paper 1, Source booklet, History HL & SL Paper 2, History HL Paper 3 (medieval Europe and the Islamic world) • Route 2: 1 sample set of specimen examination papers History HL & SL Paper 1, Source booklet, History HL & SL Paper 2, History HL Paper 3 (Africa, Americas, Asia and Oceania, Europe and the Middle East) • Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/)

	<ul style="list-style-type: none"> ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Information technology in a global society (ITGS)
2. Title	ITGS
3. Recommended audience	<ul style="list-style-type: none"> Teachers of ITGS from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed ITGS teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for ITGS including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • ITGS guide (first exams 2012) • Specimen papers and markschemes (first exams 2012) • Case study May and November 2010 • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 examples from Teacher support material, 1 example should be from the 'website' • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • ITGS subject guidelines for the Extended Essay, taken from the Extended Essay guide • ITGS Extended Essay report from sample exam session • 2 sample ITGS Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009)

	<ul style="list-style-type: none"> Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 Difference between HL and SL ITGS Teacher support material ITGS Wiki for workshop leaders <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> Become an IB World school (http://www.ibo.org/become/index.cfm) Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> Own power point presentations using IB template available from WRC Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> IB DP (http://www.ibo.org/communications/powerpoint/) The IB-what you should know (http://www.ibo.org/facts/21things/) Video clips from http://blogs.ibo.org/ibtv/ Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Philosophy
2. Title	Philosophy
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Philosophy from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Philosophy teachers from IB World Schools (after review of workshop goals and objectives)
<p>4. The purpose of the workshop</p> <p>To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Philosophy including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Philosophy guide (first exams 2009) • Grade descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of scripts without marks (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 sample of Philosophical analysis • Marks for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Philosophy subject guidelines for the Extended Essay, taken from the Extended Essay guide • Philosophy Extended Essay report from sample exam session • 2 sample Philosophy Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009)

	<ul style="list-style-type: none"> • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Teacher support material • Specimen papers and markschemes (first exams 2009) <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Psychology
2. Title	Psychology
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Psychology from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Psychology teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Psychology including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Psychology guide (first exams 2011) • Specimen papers and markschemes (first exams 2011) • Grade Descriptors • Ethical guidelines for Internal Assessment
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 examples from Teacher support material • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Psychology Subject guidelines for the Extended Essay, taken from the Extended Essay guide • Psychology Extended Essay report from sample exam session • 2 sample Psychology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: Psychology (2009) • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice

	<ul style="list-style-type: none"> • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Teacher support material • Psychology HL paper 3 resource – qualitative content analysis teaching material • Workshop leaders workbook – Books 1-4 (2009) <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Social and Cultural Anthropology
2. Title	Social and Cultural Anthropology
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Social and Cultural Anthropology from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Social and Cultural Anthropology teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Social and Cultural Anthropology including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Social and Cultural Anthropology guide (first examinations 2010) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of category 1 scripts from May 2010 without marks (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Markscheme for the May 2010 exam session • Marks and comments for each sample (<i>to be made available in form of a ppt. after participants have carried out practice marking exercises</i>) • 2 sample of Philosophical analysis • Marks for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • 2 samples of Internal Assessment from Teacher support material • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Social and Cultural Anthropology subject guidelines for the Extended Essay, taken from the Extended Essay guide • Social and Cultural Anthropology Extended Essay report from sample exam session • 2 sample Social and Cultural Anthropology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007)

	<p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2010) • Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>The following are available on the WRC</p>

	<p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>
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1. Category/code	Category 1/World Religions
2. Title	World Religions
3. Recommended audience	<ul style="list-style-type: none"> Teachers of World Religions from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed World Religions teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for World Religions including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • World Religions guide (first exams 2013) • Grade Descriptors • Specimen papers and markschemes (first exams 2013)
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 samples of Internal Assessment from Teacher support material • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • World Religions subject guidelines for the Extended Essay, taken from the Extended Essay guide • World Religions Extended Essay report from sample exam session • 2 sample World Religions Extended Essay Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009)

	<ul style="list-style-type: none"> Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 3 Individuals and societies, May and November examination schedules, Form G2 Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> Become an IB World school (http://www.ibo.org/become/index.cfm) Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> Own power point presentations using IB template available from WRC Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> IB DP (http://www.ibo.org/communications/powerpoint/) The IB-what you should know (http://www.ibo.org/facts/21things/) Video clips from http://blogs.ibo.org/ibtv/ Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Biology
2. Title	Biology
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Biology from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Biology teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Biology including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC and bring to the workshop</p>	<ul style="list-style-type: none"> • Biology guide (first exams 2009) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Biology scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 investigations from Teacher Support Material (first exams 2009) • Animal experimentation policy • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Biology subject guidelines for the Extended Essay, taken from the Extended Essay guide • Biology Extended Essay report from sample exam session • 2 sample Biology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: Biology (2007) • IB Prepared: Approach your exams the IB way-Biology HL (2011) • IB Prepared: Approach your exams the IB way-Biology SL (2011) • IB Questionbank: Biology (second edition, 2009) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009)

	<ul style="list-style-type: none"> • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 4 Experimental sciences, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2009) • Updated ICT teacher support material (first exams 2009) <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Chemistry
2. Title	Chemistry
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Chemistry from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Chemistry teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Chemistry including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC and bring to the workshop</p>	<ul style="list-style-type: none"> • Chemistry guide (first exams 2009) • Data booklet (first exams 2009) • Grade descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Chemistry scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 investigations from Teacher Support Material (first exams 2009) • Animal experimentation policy • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Chemistry subject guidelines for the Extended Essay, taken from the Extended Essay guide • Chemistry Extended Essay report from sample exam session • 2 sample Chemistry Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: Chemistry (2007) • IB Prepared: Approach your exams the IB way- Chemistry HL (2011) • IB Prepared: Approach your exams the IB way- Chemistry SL (2011) • IB Questionbank: Chemistry (second edition, 2009) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009)

	<ul style="list-style-type: none"> • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 4 Experimental sciences, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2009) • Updated ICT teacher support material (first exams 2009) <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Design technology
2. Title	Design technology
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Design technology from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Design technology teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Design technology including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC and bring to the workshop</p>	<ul style="list-style-type: none"> • Design technology guide (first examinations 2009) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Design technology scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 1 investigation and 1 project from Teacher Support Material (first exams 2009) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Design technology subject guidelines for the Extended Essay, taken from the Extended Essay guide • Design technology Extended Essay report from sample exam session • 2 sample Design technology Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009)

	<ul style="list-style-type: none"> • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 4 Experimental sciences, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2009) <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Physics
2. Title	Physics
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Physics from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Physics teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Physics including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC and bring to the workshop</p>	<ul style="list-style-type: none"> • Physics guide (first examinations 2009) • Data booklet (first exams 2009) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Physics scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 investigations from Teacher Support Material (first exams 2009) • Animal experimentation policy • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Physics subject guidelines for the Extended Essay, taken from the Extended Essay guide • Physics Extended Essay report from sample exam session • 2 sample Physics Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Diploma Programme Course Companion: Physics (2011) • IB Prepared: Approach your exams the IB way-Physics HL (2011) • IB Prepared: Approach your exams the IB way- Physics SL (2011) • IB Questionbank: Physics (second edition, 2009) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010)

	<ul style="list-style-type: none"> • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 4 Experimental sciences, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2009) • Updated ICT teacher support material (first exams 2009) <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Computer science
2. Title	Computer science
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Computer science from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Computer science teachers from IB World Schools (after review of workshop goals and objectives)
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Computer science including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Computer science guide (first examinations 2010) • Case study May 2010
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Computer science scripts (from samples with the highest marks and middle marks) for each paper at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 samples of student work from the Teacher Support Material (first exams 2010) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Computer science subject guidelines for the Extended Essay, taken from the Extended Essay guide • Computer science Extended Essay report from sample exam session • 2 sample Computer science Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009)

	<ul style="list-style-type: none"> • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 5 Mathematics, May and November examination schedules, Form G2 • Specimen papers and markschemes <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Mathematical studies (SL)
2. Title	Mathematical studies (SL)
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Mathematical studies (SL) from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Mathematical studies (SL) teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Mathematical studies (SL) including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Mathematical studies (SL) guide (first exams 2006) • Grade Descriptors • Information booklet (first examinations 2006) • Teacher support material, graphic display calculators
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Mathematical studies (SL)scripts (from samples with the highest marks and middle marks) for each paper at standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 Project samples • Marks for each Project sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Prepared: Approach your exams the IB way – Mathematical studies • IB Course Companion: Mathematical studies (2007) • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008)

	<ul style="list-style-type: none"> • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section J1: Calculator requirements, Group 5 Mathematics, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2006) • Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Mathematics SL
2. Title	Mathematics SL
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Mathematics SL from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Mathematics SL teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Mathematics SL including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Mathematics SL guide (first examinations 2006) • Correction list • Information booklet (first exam 2006) • Teacher support material, graphic display materials HL/SL
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Mathematics SL scripts (from samples with the highest marks and middle marks) for each paper at standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 Portfolio samples • Marks for each Portfolio sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Portfolio tasks for 2011 and 2012 • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Mathematics SL subject guidelines for the Extended Essay, taken from the Extended Essay guide • Mathematics SL Extended Essay report from sample exam session • 2 sample Mathematics SL Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Prepared: Approach your exams the IB way – Mathematics SL (2010) • Creating lifelong learners (2007)

	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section J1: Calculator requirements, Group 5 Mathematics, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2006) • Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➢ IB DP (http://www.ibo.org/communications/powerpoint/) ➢ The IB-what you should know (http://www.ibo.org/facts/21things/) ➢ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop

**9. Copyrighted materials
available for use**

The following are available on the WRC

Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005

Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins

1. Category/code	Category 1/Mathematics (HL)
2. Title	Mathematics HL
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Mathematics HL from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Mathematics HL teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Mathematics HL including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Mathematics HL guide (first examinations 2008) • Correction list • Mathematics HL teaching notes (first exams 2006) • Grade Descriptors • Information booklet (first examinations 2006) • Teacher support material, graphic display calculators
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked Mathematics HL scripts (from samples with the highest marks and middle marks) for each paper at higher level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • 2 Portfolio samples • Marks for each Portfolio sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Portfolio tasks for 2011 and 2012 • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Mathematics HL subject guidelines for the Extended Essay, taken from the Extended Essay guide • Mathematics HL Extended Essay report from sample exam session • 2 sample Mathematics HL Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • IB Prepared: Approach your exams the IB way – Mathematics SL (2010) • Creating lifelong learners (2007)

	<p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Section J1: Calculator requirements, Group 5 Mathematics, May and November examination schedules, Form G2 • Specimen papers and markschemes (first exams 2008) • Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p>

1. Category/code	Category 1/Dance
2. Title	Dance
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Dance from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Dance teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Dance including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Dance guide (first exams 2013) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 samples from Teacher Support Material (first exams 2013) • 2 samples of student Composition and analysis on DVD • 2 sample Dance investigations • 2 sample Performances on DVD • Marks for each sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>) • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Dance subject guidelines for the Extended Essay, taken from the Extended Essay guide • Dance Extended Essay report from sample exam session • 2 sample Dance Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006)

	<ul style="list-style-type: none"> • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 6 The Arts, May and November examination schedules, Form G2 • Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Film
2. Title	Film
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Film from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Film teachers from IB World Schools
<p>4. The purpose of the workshop</p> <p>To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.</p>	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Film including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Film guide (first examinations 2010) • Film grade descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Teacher support material • 1 sample of an unmarked Independent study and 1 sample of an unmarked Presentation sample. ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (to be made available after participants have carried out practice marking exercises - <i>to be made available after participants have carried out practice marking exercises</i>) • 1 sample Production portfolio • Marks and comments for the Production portfolio • 1 sample Presentation • Marks and comments for the Presentation • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Film subject guidelines for the Extended Essay, taken from the Extended Essay guide • Film Extended Essay report from sample exam session • 2 sample Film Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p>

	<ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 6 The Arts, May and November examination schedules, Form G2 • Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Music
2. Title	Music
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Music from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Music teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Music including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Music guide (first exams 2011) • Specimen Music listening papers and scores booklet, CD tracks (first exams 2011) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Music subject guidelines for the Extended Essay, taken from the Extended Essay guide • Music Extended Essay report from sample exam session • 2 sample Music Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers

	<p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 6 The Arts, May and November examination schedules, Form G2 • Teacher support material (first exams 2011) • Musical investigation exemplars and examiner comments <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/ Theatre
2. Title	Theatre
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Theatre from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Theatre teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Theatre including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Theatre guide (first examinations 2009) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked samples (from samples with the highest marks and middle marks) for the independent project portfolio, research investigation, practical performance proposal and theatre performance and production performance (TPPP) at both higher and standard level ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (the first pages of the documents that shows the marks, not the entire marked sample - <i>to be made available after participants have carried out practice marking exercises</i>) • Subject report from the sample exam session • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Theatre subject guidelines for the Extended Essay, taken from the Extended Essay guide • Theatre Extended Essay report from sample exam session • 2 sample Theatre Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010)

	<ul style="list-style-type: none"> • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 6 The Arts, May and November examination schedules, Form G2 • Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Visual Arts
2. Title	Visual Arts
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Visual Arts from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Visual Arts teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	To develop an understanding of the following. <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Visual Arts including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Visual Arts guide (first exams 2009) • Assessment clarification –(2009) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 samples from Teacher Support Material (first exams 2009) • 2 samples of student record books • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Visual Arts subject guidelines for the Extended Essay, taken from the Extended Essay guide • Visual Arts Extended Essay report from sample exam session • 2 sample Visual Arts Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009)

	<ul style="list-style-type: none"> Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 6 The Arts, May and November examination schedules, Form G2 Teacher support material <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> Become an IB World school (http://www.ibo.org/become/index.cfm) Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> Own power point presentations using IB template available from WRC Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> IB DP (http://www.ibo.org/communications/powerpoint/) The IB-what you should know (http://www.ibo.org/facts/21things/) Video clips from http://blogs.ibo.org/ibtv/ Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>

1. Category/code	Category 1/Environmental systems and societies
2. Title	Environmental systems and societies
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Environmental systems and societies from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Environmental systems and societies teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Environmental systems and societies including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Environmental systems and societies guide (first examinations 2010) • Grade Descriptors
<p>6. IB publications which are highly recommended to include in the participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • 2 sets of unmarked category 1 scripts (from samples with the highest marks and middle marks) for each component ENSURE THAT BLANK PAGES OF SCRIPTS ARE DELETED • Marks for each sample (<i>to be made available after participants have carried out practice marking exercises</i>) • Markscheme for the sample exam session • Subject report from the sample exam session • 2 investigations from Teacher Support Material (first exams 2010) • Animal experimentation policy • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Environmental systems and societies subject guidelines for the Extended Essay, taken from the Extended Essay guide • Environmental systems and societies Extended Essay report from sample exam session • 2 sample Environmental systems and societies Extended Essay unmarked • Marks for the sample (the first page of the document that shows the marks, not the entire marked script - <i>to be made available after participants have carried out practice marking exercises</i>)
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) • IB Course Companion: Environmental systems and societies (2009) <p>General:</p>

	<ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster (2006) • Conditions of use of GDCs in examinations from 2008 onwards • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Interdisciplinary subjects, May and November examination schedules, Form G2 • Specimen paper and markschemes (First exams 2010) • Updated ICT teacher support material (first exams 2009) <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
<p>8. Additional materials</p>	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
<p>9. Copyrighted materials available for use</p>	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p>

1. Category/code	Category 1/Literature and performance
2. Title	English A: Literature and performance
3. Recommended audience	<ul style="list-style-type: none"> Teachers of Literature and performance from schools who have taken the decision to apply to offer the Diploma Programme New or recently appointed Literature and performance teachers from IB World Schools
4. The purpose of the workshop To provide professional development and assistance to subject specific educators from either a school that has decided to apply for IB authorization or those who are new or recently appointed to a school with an existing IB Diploma programme.	<p>To develop an understanding of the following.</p> <ul style="list-style-type: none"> The basic philosophy of the IB: history of the IB organization, mission statement, learner profile, the international dimension and university recognition The relevance of programme standards and practices in relation the role of the teacher The structure of the DP hexagon and the significance of the core Curriculum requirements, aims and objectives of the subject, explanation of IB terminology IB external and internal assessment for Literature and performance and societies including the use of the assessment criteria Internal assessment and the moderation process Importance of predicted grades Selection of texts and resources useful for the course How to address school based grading, creating assessments that use the DP assessment criteria, encouraging international mindedness in students, timetabling of assignments and DP assessments New Authorization process: timeline, application forms (candidacy & authorization), consultation, verification visit, professional development requirements How to create the course outline, teaching order and teaching strategies Extended essay and the role of the supervisor, include reference to World Studies (first exams 2013) interdisciplinary extended essay The importance of academic honesty Connections between the course and TOK The Online Curriculum Centre (OCC) as a resource and opportunity to foster global professional learning communities The curriculum review cycle and the responsibility of the teacher Creation of professional learning communities in school to facilitate the transfer of professional development

<p>5. IB publications that the participants should be requested to download from the OCC</p> <p>Participants should be encouraged to download before the workshop and bring in an electronic format so that they may be used during the workshop</p>	<ul style="list-style-type: none"> • Literature and performance guide (first exams 2013) • Specimen papers and mark schemes (first exams 2013) • Prescribed literature in translation (PLT) • Prescribed list of authors (PLA) • Grade Descriptors
<p>6. IB publications that should be included in participant workbooks/handouts</p>	<p>The workshop leader can select the following from the IB resources page on the Workshop Resource Centre (WRC)</p> <ul style="list-style-type: none"> • Student samples from May 2010. • Regulations and General Assessment Criteria for the Extended Essay, taken from the Extended Essay guide • Literature and performance subject guidelines for the Extended Essay, taken from the Extended Essay guide
<p>7. Other IB publications that should be referred to during the workshop</p>	<p><u>From IB store:</u></p> <ul style="list-style-type: none"> • Creating lifelong learners (2007) <p>General:</p> <ul style="list-style-type: none"> • The Diploma Programme: From principles into practice (April 2009) • IB learner profile booklet (September 2009) • Programme Standards and Practices (2010) • Ethical practice poster • Academic Honesty (2009) • Towards a continuum of international education (September 2008) • Diploma programme assessment- Principles and practice • Candidates with special assessment needs (May 2009) • Using the OCC to access IB publications and collaborate with teachers <p>Subject specific:</p> <ul style="list-style-type: none"> • Handbook of procedures: Section A (Introduction to the Diploma Programme), Section H (assessment procedures), Group 1 Language A May and November examination schedules, Form G2

	<ul style="list-style-type: none"> • Teacher support material • Guidance for language provision in groups 1 and 2 • Guidelines for developing a school language policy • Group 1 screen casts to introduce new courses available on the OCC subject pages <p>Authorization specific: available from http://www.ibo.org/become/index.cfm</p> <p>There are presentations on new authorization processes posted on the WRC under IB resources>General IB information which WSLs will find useful to inform themselves of these procedures.</p> <ul style="list-style-type: none"> • Become an IB World school (http://www.ibo.org/become/index.cfm) • Diploma Programme – Application for authorization (2010)
8. Additional materials	<p>Workshop leaders may want to use the following in the workshop:</p> <ul style="list-style-type: none"> • Own power point presentations using IB template available from WRC • Power points and video clips from www.ibo.org e.g. <ul style="list-style-type: none"> ➤ IB DP (http://www.ibo.org/communications/powerpoint/) ➤ The IB-what you should know (http://www.ibo.org/facts/21things/) ➤ Video clips from http://blogs.ibo.org/ibtv/ • Other resources to support the understandings of the workshop
9. Copyrighted materials available for use	<p>The following are available on the WRC</p> <p>Seven Practices for Effective Learning by Jay McTighe & Ken O'Connor – 2005</p> <p>Classroom Assessment for Learning by Stephen Chappuis & Richard J. Stiggins</p>